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ABSTRACT

A study was undertaken in 1981 to evaluate the telecourse campaign supported through the Corporation for Public Broadcasting (CPB) and the Public Broadcasting Service (PBS). This report contains a summary of promotional strategies used in six selected markets and an evaluation of the effectiveness of these strategies. The objectives of the study were to: identify successful promotional techniques; describe the end-user of telecourses by demographics, occupational role, or college profile; provide market planning advice and suggestions for future promotional efforts; and measure telecourse reach and penetration. Data were collected via: (1) interviews with participating public television stations; (2) interviews with participating schools; (3) interviews with non-participating schools; (4) surveys of students enrolled in telecourses; and (5) surveys of the general audience. Findings are summarized in the following areas: station and college experience; station recruiting; college attitudes and motivation; advertising and promotion; general audience awareness of telecourses and promotion; general audience telecourse viewing; general audience motivation; telecourse student profile; telecourse enrollment; students' awareness of telecourse advertising; student motivation for enrolling; student viewing habits; satisfaction; and future intentions. The executive summary includes an overview of the study, its purpose and objectives, a summary of the findings, and conclusions. The document also contains recommendations, findings, and a description of the survey methodology. (THC)

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A Market Case Study Of Telecourse Promotion

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cpb Corporation for Public Broadcasting

A MARKET CASE STUDY OF TELECOURSE PROMOTION

Submitted to

CORPORATION FOR PUBLIC BROADCASTING

By

MARKET FACTS, INC.
1611 NORTH KENT STREET
ARLINGTON, VIRGINIA 22209

November 1982

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SECTION I

EXECUTIVE SUMMARY

I. EXECUTIVE SUMMARY

A. Overview of the Study

"A Market Case Study of Telecourse Promotion" was undertaken by Market Facts, Inc., in the Fall of 1981 to evaluate the telecourse campaign supported through the Corporation for Public Braodcasting (CPB) and the Public Broadcasting Service (PBS). This report contains a summary of promotional strategies used in six selected markets and the evaluation of the effectiveness of these strategies.

In fall 1981, public television stations collaborated with local colleges and universities to broadcast nine separate series which offered college credit. Seven series were introductory-level telecourses in the liberal arts, social sciences or business. These telecourses were offered for the first time on a national level. Two previously successful programs, "Cosmos" and "The Shakespeare Plays," were repeated as wraparound courses.

The print materials and licensing arrangements were quite different for the telecourses and wraparounds. In addition to student enrollees, non-enrolled viewers served as target audiences for the programs.

B. Purpose and Objectives

The Corporation for Public Broadcasting, in conjunction with the Public Broadcasting Service, desired to evaluate the overall telecourse promotional effort. Through the examination of a few selected markets, CPB and PBS could begin the forward-looking process of developing strategies for future campaigns.

CPB contracted with Market Facts, Inc., a national survey research firm, to conduct the evaluation study. Market Facts' objectives for this study are listed below:

- To identify successful promotional techniques.
- To describe the end-user of telecourses, by demographics, occupational role, or college profile.
- To provide market planning advice and suggestions for future promotional efforts.
- To measure reach and penetration.

To accomplish these objectives, Market Facts conducted a five-stage research project which included the following:

- Interviews with participating public television stations
- Interviews with participating schools
- Interviews with non-participating schools
- Survey of students enrolled in telecourses
- Survey of the general audience

These interviews and surveys were conducted in each of the following locations:

- State of Arkansas
- Denver, Colorado
- Peoria, Illinois
- Philadelphia, Pennsylvania
- Salt Lake City, Utah
- State of Vermont

The following section summarizes the results of the project.

C. Summary of Findings

Major findings of the "Market Case Study of Telecourse Promotion" are highlighted in this section.

These major findings of the project are:

- Station and College experience
  - All but one of the participating stations had prior experience in airing telecourses.
  - About one half (55 percent of the participating institutions had at least some prior experience in telecourse broadcast.
  - Participating colleges were predominantly (70 percent) public institutions.
  - Virtually all of the participating institutions (95 percent) maintained active continuing adult education programs.
- Station recruiting
  - Colleges and universities were recruited through the mail by the stations and invited to view the PTV-3 Partnership Teleconference.
  - The stations considered the Partnership Teleconference to be an important recruiting element. All of the stations used this teleconference. Reactions to the subsequent teleconferences were mixed. Three of the stations felt that the Implementation Teleconference was excellent. However, two of the stations indicated that the Implementation Teleconference was poor. They stated that viewers from the participating schools did not watch them or talked throughout the viewing.
  - College participation was highest in areas with pre-existing consortia of institutions involved in continuing adult education. These consortia were instrumental in identifying and recruiting potential college participants.
  - Generally, on-site presentations to faculty and staff at the individual colleges were not conducted.

- Participating institutions were responsible for making the decision about what telecourses were to be offered.

- College attitudes and motivation

  - Motivating factor for college participation in the telecourse project included attracting new student markets (55 percent), gaining experience in broadcast education and being more competitive in the marketplace (55 percent).

  - Major reasons for colleges not participating in the project included administrative issues and problems such as transferability of credits, cost competitiveness and non-compatibility of telecourses with school curricula (50 percent). Faculty resistance (40 percent), timing problems (35 percent) and lack of student enrollments in telecourses (35 percent) were also reported by the respondents from non-participating schools.

  - The reactions of faculty members to telecourses at participating institutions were mixed. Thirty percent of the schools indicated that faculty members were generally positive (non-specific responses). Other positive reactions were based on perceptions that the course content was of good quality (5 percent), telecourses provided a means for adapting to budget cutbacks (5 percent), telecourses were innovative and progressive (5 percent), telecourses accommodated the student who needed to study independently (5 percent), telecourses would facilitate outreach programs and expand the role of educations (5 percent) and telecourse instructors were high quality (5 percent). Negative responses were defined primarily as faculty perceptions that the telecourses were of lesser quality than on-campus classes (20 percent), telecourses would eliminate the role of faculty (20 percent), telecourses would detract from on-campus courses (10 percent) and that television was not a proper vehicle for educating people (10 percent).

- Faculty members' initial reactions to telecourses at non-participating schools were also mixed. Some faculty members did feel telecourses were an excellent way to increase enrollments/attract new markets (20 percent). Other positive faculty responses included perceptions that telecourses had quality course content (33 perecent), provided alternatives for adults and commuting students (10 percent) and telecourses could be used to supplement current courses (5 percent). However, more faculty at the non-participating schools held negative attitudes about the telecourses. Some felt telecourses were unprofitable (10 percent). Others expressed concerns about credit transfer problems (10 percent) or the fact that no telecourses were offered for credit in a specific major or technical area. Five percent of the institutions stated that faculty desired to retain their lecturer position.

- Advertising and Promotion

  - Stations were generally responsible for generating all broadcast promotion and advertising, while participating schools initiated print promotion, including direct mail, brochures and newspaper advertising.

  - Many stations (67 percent) and schools (45 percent) did not target their recruiting efforts. Schools which did target their markets specifically to continuing adult education students, former students and part-time students seemed to be more successful in recruiting.

  - Individual stations initiated promotional activities anytime from June 15 through July 27. Dates that promotional activities ended ranged from September 4 through October 12, generally when telecourse airing commenced.

  - Free publicity was obtained in four of the six markets through public service announcements, radio/television talk shows, and newspaper article reviews.

- General audience awareness of telecourses and promotion

  - Only 14 percent of the general audience recalled specific adult education programs. The adult education shows mentioned most frequently by respondents were "Cosmos" (6 percent), "Sixty Minutes" (5 percent) and "20/20" (3 percent). These programs were defined through unaided recall.

  - About one third of the general audience (35 percent) had heard of television programs offered for credit. One percent of all the respondents mentioned "Cosmos" as being a program offered for credit. Less than one percent of all respondents named any other telecourses.

  - About one fifth of all respondents (17 percent) recalled having heard or seen advertising or promotion for the PBS telecourses.

  - Television was identified as the primary source of advertising (11 percent), followed by newspapers/magazine (6 percent) and brochures/pamphlets (2 percent).

  - Advertising was recalled most frequently for "Cosmos" (44 percent) and "The Shakespeare Plays" (42 percent). These programs were defined through aided recall.

  - Nine percent of the respondents recalled specific copy points, primarily "earning college credit/diploma/getting an education" (6 percent) and "watching/learning/studying at home on one's own time" (4 percent). Six percent of the respondents recalled informational aspects of the advertising and two percent recalled situational/visual aspects.

  - Seven percent of the respondents remembered the slogan "Give Yourself Some Credit," and three percent remembered the other slogans "Watching Television Can Make you Competitive" and "What's Convenient for You."

- General audience telecourse viewing
  - The shows watched by the greatest proportion of all respondents included "Cosmos" (44 percent) and "The Shakespeare Plays" (42 percent). However, based on the number of respondents who recalled advertising for any specific telecourse, more respondents watched "Contemporary Health Issues" (26 percent), "Cosmos" (25 percent) and "Understanding Human Behavior" (22 percent).
  - General audience respondents who watched any of the telecourses rated them very highly.
- General audience motivation
  - Less than 0.5 percent of the general audience respondents had enrolled in a telecourse.
  - The general audience respondents typically did not view themselves as the types of persons who would enroll in a telecourse and were not strongly motivated to enroll. Fifty-eight percent of the respondents stated that there was a 40 percent or less chance of someone like themselves enrolling in a telecourse, eighteen percent of the respondents said there was a 50 percent chance, and twenty-four percent said there was a 60 percent or greater chance of people like themselves enrolling.
  - The predominant reasons for not enrolling were related to time contraints (26 percent), lack of awareness that the telecourses were being offered for credit (15 percent) and already having a college degree (13 percent).
- Telecourse student profile
  - White (94 percent)
  - Female (77 percent)
  - Employed full-time (54 percent)
  - Enrolled in college course within past two years (70 percent)
- Telecourse enrollment
  - Based on the total student data for the six markets, "It's Everybody's Business" had more enrollments than any other telecourse (22 percent). More students were enrolled in

"It's Everybody's Business" in Salt Lake City, Peoria and Philadelphia. "The American Story" had the greatest number of students enrolled in Arkansas, and "Humanities through the Arts" had the most students enrolled in Vermont and Denver.

- Nearly one tenth of the students enrolled in more than one telecourse.

- Public institutions and institutions which charged lower tuition fees in their respective markets tended to generate more enrollments.

- Students' awareness of telecourse advertising

  - Nearly 40 percent of the students recalled seeing or hearing advertising about the telecourses prior to enrolling.

  - Brochures (22 percent), newspaper/magazines (19 percent) and college class schedules (19 percent) were the primary sources of information students used to find out about telecourses.

  - Specific copy points (23 percent) and informational aspect of the advertising (19 percent) were recalled most frequently by the students. Sixteen percent recalled the copy "earn college credit/diploma/get education" and twelve percent recalled "watch/learn/ study at home/ on own time."

- Student motivation for enrolling

  - Student reasons for enrolling in telecourses related to convenience (22 percent) and the course's counting as credit toward a degree (19 percent).

- Student viewing habits

  - Given the choice of weekend and weekday morning and evening airings, students tended to watch the course at home and on the weekend.

  - The majority of the telecourse students (65 percent) watched the public television two hours or more each week in addition to viewing the telecourses.

- Satisfaction

  - Stations were generally very satisfied with the telecourse project.

  - Participating colleges were generally very satisfied with the telecourses. The mean score for overall satisfaction was 5 (on a 1 to 7 scale). Greatest satisfaction was derived from the station-college relationship (6.5), telecourse production quality (6.2), broadcast schedule (5.7), course materials (5.8) and advertising (5.5). The institutions were less satisfied overall with the timeliness of PBS-supplied materials (4.3), the teleconferences (3.9) and the PBS fee structure (5.1).

- Future intentions

  - Virtually all of the stations and participating colleges interviewed planned to offer PTV-3 telecourses in the future. The mean score for all stations and participating colleges regarding future telecourse offerings was 6.7 and 8.8, respectively (with 1 = absolutely will not offer telecourses and 10 = absolutely will offer telecourses).

  - The majority of the telecourse students (89 percent) felt that they would probably enroll in a future telecourse. On a scale of one to ten (1 = absolutely will not enroll and 10 = absolutely will enroll), the mean score was 7.6.

  - About one half of the non-participating schools anticipated offering PBS telecourses in the future (45 percent).

The overall conclusions drawn from the study and their implications for future telecourse promotion are discussed in the following section.

D. Conclusions

Several important conclusions can be drawn from the findings of this research effort. This section summarizes some of the key variables which appear to influence telecourse marketing. However, the conclusions are not generalizable to every market. In other words, the stations and participating colleges must be responsive to the local marketing environment. Given such constraints as available promotional resources, size of market territory and competition (i.e., number of participating colleges, tuition fees), the impact of certain promotional strategies will differ. As such, the following conclusions are presented only as overall observations from the telecourse study.

Exhibit I-1 depicts enrollment figures in the six markets by type of school, tuition and number of telecourses offered. Several key factors are noted which may impact potential enrollments. First, two-year schools appear to have generated more enrollments overall and higher average enrollments per telecourse offered. However, if tuition fees are examined, these two-year schools generally have lower fees. The research project did not address the decision attribute of fee level. However, the data do show that in markets where schools are in direct competition with each other (e.g., Philadelphia, Peoria, and Denver), cost competitiveness may be an indicator. In other areas, schools were geographically more dispersed and these schools are likely to have attracted more localized markets. However, the influence of individual promotional efforts cannot be underestimated. For example, of the two-year schools which did target their markets, these efforts were directed to a large degree to their own students. These students may have had a higher propensity to enroll in telecourses for the convenience benefits. On the other hand, the four-year schools which targeted their promotional activities, directed their efforts to persons who were not typically students (i.e., senior citizens, persons located long distances from campus, working persons, etc,).

There is also some indication that the average number of students enrolling per course was higher from those schools which offered more courses. For example, in Philadelphia, the schools which offered the greatest number of courses generally enrolled a higher average number of students per course. The same is true in Arkansas and Denver. Obviously, other factors contribute to higher average enrollments, however.

Exhibit I-2 illustrates the cost effectiveness of recruiting telecourse students in the six case study markets. These recruiting costs include all advertising and promotional expenditures except time and labor costs. Station recruiting costs were highest in Vermont and Salt Lake City, with costs at $90.99 and $122.55 per student recruited, respectively. At $3.39, Peoria had the lowest cost of recruiting students. The costs of recruiting students in the other markets ranged from $12.83 to $19.26. Most cost effective recruiting by stations appeared to be a function of the following:

- Promotional mix
- Active recruiting conducted by the participating institutions
- Size of market territory

First, the promotional mix appeared to be influential in determining cost effectiveness of recruiting students. There are indications that a higher promotional mix of print advertising (i.e., brochures, pamphlets, newspapers, magazines and college class schedules) and lower mix of broadcast media advertising (television and radio) were more cost effective in recuriting students. For example, in both Peoria and Denver, where expenditures were comparatively low, the station and participating college promotional campaigns were heavily print-oriented. The print campaign included wide dissemination of brochures through direct mail, and the use of local newspaper advertisements as well as college class schedules.

On the other hand, in Vermont and Salt Lake City, where recruiting costs were relatively high, a stronger emphasis on broadcast media, particularly paid radio spots on commercial stations, was noted. Vermont was also the only station that sponsored paid television spots.

Second, in markets where the participating colleges played a more active role in recruiting students, the cost of recruiting was lower. For example, in Peoria, the schools were responsible for the majority of the recruiting efforts. Similarly, in Denver, the station conducted the broadcast portion of the promotion, but the schools were primarily responsible for disseminating brochures, placing local newspaper advertisements, etc. An exception to the case is Arkansas. In this market participating schools appeared to be less active in recruiting, but station recruiting costs were still relatively low. The overriding factor appeared to be the lower budget with which the station had to work. However, the station used the existing resources in the most effective manner. Resources were used largely to develop the brochure mechanicals and for newspaper advertising. All broadcast promotion was conducted through public service annoucements.

Third, the size of the market territory appeared to affect the cost of recruiting. For example, because of the larger territory covered in the State of Vermont, the station had to expend more funds to advertise in various local markets (e.g., 200 radio spots on different commercial stations or the placing of 65 newspaper ads in various dailies and weeklies). In contrast, in Peoria, where the market territory was smaller, fewer funds were required to cover the market area in terms of advertising.

The factor having the most impact on the level of inquiries generated by the schools was the number of courses offered. Schools which offered more courses in their respective markets appeared to generate more inquiries in five of the six case markets. In four of the six markets, public schools also appeared to have generated more inquiries.

The conversion factor -- defined as the number of inquiries which were converted into enrollments -- appeared to be related to tuition fees and institutional type. Schools with lower tuition fees and public schools appeared to have higher conversion rates. Moreover, within the public school category, two-year schools had the highest conversion rates, as shown below.

	Conversion Factor
Lower Tuition	1.06
Public Schools	0.80
2-year	0.86
4-year	0.73
Private Schools	0.61

Generally, public schools and, specifically two-year public schools, had the lowest tuition fees, however. The phenomenon of comparative shopping appears to be taking place.

Cost-effectiveness of advertising by colleges, as exhibited by the number of inquiries generated, ranged from $0.00 to $29.41. The mean cost-effectiveness of all the schools was $8.48. Greater cost-effectiveness was achieved in Denver and Vermont. Higher average costs per inquiry were generated in Philadelphia and Salt Lake City.

The cost-effectiveness of advertising by colleges as exhibited by the number of students enrolled ranged from $2.86 to $83.33. The mean cost-effectiveness of all the schools was $27.94 per enrolled student. Lower average costs per enrolled student were achieved in Denver and Peoria.

In order to determine the cost effectiveness of the total advertising campaign in a given market, it is necessary to add the cost per inquirer or cost per enrollee for the stations supported advertising to the costs for the college supported advertising. When this is done, the cost-effectiveness of the advertising campaign per inquirer ranged from $1.67 to $46.46. The mean cost per inquirer for all schools in all markets was $19.27. The cost effectiveness of the advertising campaign per enrollee ranged from $6.09 to $165.58. The mean advertising cost per enrollee for all colleges was $62.97.

EXHIBIT I-1

Enrollment by School Type, Number of Telecourses and Tuition

Site	Type	Tuition Per Course	Number of Telecourses[1]	Total Enrollment	Average Enrollment per Telecourse
Arkansas					
A	2-public	$ 65	2	28	14
B	4-public	120	2	35	18
C	4-private	375	1	3	3
D	4-private	195	1	5	5
E	4-public	**[2]	1	3	3
F	4-public	**	1	9	9
G	2-public	**	2	36	18
H	4-public	**	1	15	15
I	2-public	**	1	18	18
Total			12	152	AVG = 13
Average number of students per telecourse = 11					
Denver					
A	2-public	$ 56	3	104	35
B	4-public	120	1	18	18
C	4-public	142	2	61	31
D	2-public	45	3	70	23
E	2/4-public	**	3	119	40
F	2-public	**	3	12	4
G	4-public	**	4	168	42
H	2-public	**	2	5	3
I	4-public	**	1	78	78
Total			22	635	AVG = 29
Average number of students per telecourse = 30					
Peoria					
A	2-public	$43 - $57	[illegible]	37	12
B	2-public	$36	3	149	50
Total			6	186	AVG = 31
Average number of students per telecourse = 31					

EXHIBIT I-1 (continued)

Enrollment by School Type, Number of Telecourses and Tuition

Site	Type	Tuition Per Course	Number of Telecourses[1]	Total Enrollment	Average Enrollment per Telecourse
Philadelphia					
A	4-public	$246	1	7	7
B	4-private	303	1	5	5
C	2-public	81	4	73	18
D	2-public	81	4	97	24
E	2-public	**	4	91	23
F	2-public	**	3	74	25
G	2-public	**	2	7	4
H	4-private	**	2	59	30
I	2-private	**	1	1	1
J	4-private	**	1	9	9
K	4-private	**	2	36	18
L	4-private	**	4	16	4
Total			29	475	AVG = 16
Average number of students per telecourse = 13					
Salt Lake City					
A	4-public	$ 84	7	62	9
B	4-private	150	2	45	23
C	4-public	85 - 140	6	35	6
D	2-public	**	2	3	2
Total			17	145	AVG = 8.5
Average number of students per telecourse = 7					
Vermont					
A	2/4-private	$150	2	33	17
B	4-private	150	2	28	14
C	2-public	150	1	20	20
Total			5	81	AVG = 16
Average number of students per telecourse = 17					

[1]Does not include "Cosmos" or "The Shakespeare Plays".

[2]Data not available.

EXHIBIT I-2

Advertising Funds Expended by Individual Participating Schools[1]

Site	Type	Tuition Per Course	Advertising Costs[2]	Inquiries		Enrollment		Conversion Ratio Enrollment/ Inquiries
				Total	$/Inquiry	Total	$/Enrollee[3]	
Arkansas								
A	2-public	$ 65	$ 225	25	$ 9.00	28	$ 8.04	1.12
B	4-public	120	100	12	8.33	35	2.86	2.91
C	4-private	375	250	27	9.26	3	83.33	0.11
D	4-private	195	200	25	8.00	5	40.00	0.20
Station								
Local Funds			$ 650					
PBS			1,308					
Total			1,958	500	$ 3.92	152	$12.88	0.30
Denver								
A	2-public	$ 56	NA	200	--	129[4]	--	0.65
B	4-public	120	$ 300	75	$ 4.00	18	$16.67	0.24
C	4-public	142	250	200	1.25	58[4]	4.31	0.29
D	2-public	45	2,050	350	5.86	124[4]	16.53	0.35
Station								
Local Funds			$7,700					
PBS			2,166					
Total			9,866	1,300	$ 7.59	635[5]	$15.54	0.49
Peoria								
A	2-public	$43 - $57	$ 100	60	$ 1.67	37	$ 2.70	0.62
B	2-public	$36	800	50	16.00	149	5.36	2.98
Station								
Local Funds			$ 421					
PBS			210					
Total			631	NA	--	186	$ 3.39	--

EXHIBIT I-2 (continued)

Advertising Funds Expended by Individual Participating Schools[1]

Site	Type	Tuition Per Course	Advertising Costs[2]	Inquiries Total	Inquiries $/Inquiry	Enrollment Total	Enrollment $/Enrollee[3]	Conversion Ratio Enrollment/ Inquiries
Philadelphia								
A	4-public	$246	$ 0	16	$ 0	7	$ 0	0.44
B	4-private	303	NA	NA	--	5	--	--
C	2-public	81	3,000	150	20.00	73	41.10	0.49
D	2-public	81	3,000	250	12.00	144[4]	20.83	0.58
Station								
Local Funds			$6,099					
PBS			3,050					
Total			9,149	650	$14.08	475[5]	$ 19.26	0.73
Salt Lake City								
A	4-public	$ 84	$6,500	450	$14.44	94[4]	$ 69.15	0.21
B	4-private	150	500	17	29.41	45	11.11	2.65
C	4-public	85 - 140	500	130	3.85	35	14.29	0.27
Station								
Local Funds			$8,795					
PBS			4,398					
Total			13,193	775	$17.02	145[5]	$ 90.99	0.19
Vermont								
A	2/4-private	$150	$ 900	800	$ 1.13	133	$ 27.27	0.04
B	4-private	150	2,000	450	4.44	28	71.43	0.06
C	2-public	150	800	200	4.00	20	40.00	0.10
Station								
Local Funds			$6,781					
PBS			3,391					
Total			10,172	600	$ 16.95	81	$125.58	0.13

EXHIBIT I-2 (continued)

Advertising Funds Expended by Individual Participating Schools[1]

[1]Data noted only for schools which participated in survey.

[2]School recruiting dollars expended above and beyond those funds given to stations. In cases where schools allocated funds to the station, these monies are included in the station local fund category.

[3]School $/enrollee based on total school advertising dollars spent divided by total school telecourse enrollment. Station $/enrollee based on total station advertising costs divided by total telecourse enrollment in market.

[4]These schools offered either "Cosmos" or the "Shakespeare Plays" for credit. Enrollments in these courses are reflected in the total.

[5]Student enrollments in "Cosmos" and the "Shakespeare Plays" are not reflected in the total market enrollments.

NA indicates data not available.

SECTION II

RECOMMENDATIONS

II. RECOMMENDATIONS

This section of the report contains recommendations based on the survey results. These recommendations cover the target markets for telecourses, the communications channels for reaching these audiences, the messages to be communicated, the timing of promotional activities and future research programs.

A. Caveats for the Reader

These recommendations must be considered with certain caveats in mind. Perhaps the most important caveat concerns the status of the surveys as baseline measures of program activities and effectiveness. In other words, the surveys provide the first measure of how many students used a particular medium to find out about telecourses. There are no previous measures to determine if this number has increased, decreased or stayed the same. Similarly, this research represents an "after only" evaluation activity as contrasted to a "before and after" evaluation with control groups. As such, the evaluation cannot show a clear cause and effect relationship between the program and the outcome; for example, the promotional activities and subsequent general audience awareness of student enrollments.

The evaluation must also be viewed in the context of the structure and use of conventional marketing research methodologies and techniques. Valid, reliable measures of salient variables are often difficult to isolate in social marketing. Consequently, problems arise when marketers attempt to sort out the relative influence of identified determinents of consumer behavior. For example, consumers without formal education may have difficulty articulating their attitudes about education because they do not want to

appear uneducated. Similarly, respondents may indicate they would not enroll in a telecourse because of time restraints when in effect the real issue pertains to lack of family support, insufficient financial resources or because they lack the discipline or intellect required to be a successful student.

Very few of the project components included individual evaluations. Newspaper advertisements, for example, did not always include coupons which could be used to measure reader response.

Distribution statistics were not always available. For example, although the number of brochures printed and the distribution efforts are reported, the actual number of copies which reached the audiences is not known.

The discussion of caveats must also include reference to the problems of non-response. To obtain the sample of students, Market Facts was required to send postcards to students requesting their permission to conduct the subsequent interview. This step, although carried out to conform with legal regulations covering student rights to privacy, is likely to have produced some self-selection biases in the data. The overall response rate was 86 percent and is based on the number of respondents who answered the phone.

Despite these caveats, Market Facts believes that the survey results show enough differences in audiences, messages and vehicles for the recommendations to have a solid foundation. Of course, continued research and evaluation would build upon this study's data base and provide corresponding strength to future recommendations and decisions.

B. Objectives

The development of marketing recommendations must be viewed in the overall context of organizational goals and objectives. Market Facts assumes that the primary objective of CPB is to generate more enrollments in PBS telecourses. Therefore, most of the recommendations address marketing strategies which encompass methods to reach potential students as well as colleges and universities. On the other hand, increasing the general audience's awareness of and knowledge about telecourses is an objective with a longer time frame. The following recommendations are designed to achieve both objectives.

C. Marketing

The evaluation of the PTV-3 telecourse campaign and subsequent promotion recommendations must be viewed within the larger context of educational marketing which differs in important ways from consumer packaged goods marketing (that is, marketing detergent). In many ways, educational marketing is like "social marketing," a term used to describe the promotion of ideas and other intangibles such as health care and brotherhood.

Although the objective of the campaign was to enroll students in the telecourses, this goal encompassed a much broader task of inducing behavioral changes in the consumer. For example, the consumer cannot merely purchase a product (i.e., pay tuition) but must be motivated to view the telecourses regularly, prepare work assignments, study for exams and behave in the other ways of traditional students. Moreover, these behavioral changes are long term in nature, rather than being confined to the immediate. Finally, the benefits of such behaviors may not be perceived readily by

the consumer. In fact, the benefits may not be recognized at all. For example, consumers may view formal education as unnecessary in light of the numerous unemployed educated professionals he or she hears about. Consequently, as evidenced by the examples described above, telecourses present unique challenges and problems to the educational marketer.

The design of communications campaigns for telecourse marketing also presents unique challenges and requires creative planning and implementation. The use of mass media does not produce the same kinds of results as conventional marketing campaigns for consumer packaged goods (e.g., cereal and detergent). For example, the phenomenon of selective perception is key in social marketing. Robertson and Wortzel[1] suggest that the use of mass media is most effective in reinforcing existing behaviors rather than changing behaviors in health care. Such is the case with educational marketing. The data indicate that most of the students who enrolled in the PTV-3 telecourses were already seeking attainment of educational goals and, in fact, had been enrolled in a college-level course within the past two years. Obviously, these persons were predisposed to the idea of fulfilling educational objectives and were already seeking information on how to accomplish those objectives.

Robertson and Wortzel also indicate that mass media communications are generally most effective at an early point in the decision change process whereas personal sources are most effective later in th decision change process. In other words, mass media is instrumental in creating awareness but is less effective in inducing a consumer to take a specific action resulting from hearing, seeing or reading about telecourses. This statement is true for both those consumers who have a low propensity to obtain more education and those who

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[1] Association for Consumer Research, Advance in Consumer Research, Volume 5, 1978.

are already pre-disposed to the idea. However, mass media is likely to be more effective for those persons who are already seeking ways to achieve more education. In either case, however, personal contact is an important and valuable communication tool. Consequently, the campaign must encompass a multitude of information sources, and specific communications must encourage the consumer to access these sources.

Due to the unique problems and challenges associated with educational marketing, low returns can be expected in the short term. Robertson and Wortzel indicate that small levels of change -- in the range of three to five percent of the audience per year -- can be expected from an advertising and communications campaign pertaining to social issues. Mass conversion in the short-run is rarely observed. As such, increased levels of telecourse student enrollments are likely to occur as a result of a cumulative effect.

In summary, the success of future telecourse promotion will be highly dependent on two factors: repetitive advertising to reinforce the message and the use of multiple information sources. The importance of these factors cannot be overstated.

D. Target Markets

The participating stations and colleges predicted that telecourses would serve a market populated by adults, females, homemakers and working persons. The survey data indicate that, in fact, these characteristics do describe telecourse students. For example, 33 percent of the students were employed professionals, 22 percent were homemakers and 77 percent were female. In addition, 87 percent were over 22 years old. However, the data also indicate that these students tend to be in the college market already. In fact, 80 percent of the telecourse students have enrolled in a college course within the past one to two years and are working toward degrees.

Clearly, being in the market is an important factor in the decision process to enroll in a telecourse. Students are aware of their enrollment needs, are seeking information on courses and are likely to make an enrollment decision. These students encompass not only part-time students, but continuing adult education students and full-time regular students, as well.

Another important characteristic of the market concerns the type of institution the targeted students attend. By and large the participating colleges were public institutions. Public education, whether on campus or by public television, at the level and type of liberal arts offering characterized by the telecourses may be a segmenting variable. Further study might quantify the phenomenon; however, for the purposes of these recommendations, the public institutions represent logical target markets.

Thus, the members of the primary target market segment can be described as adult women who work and attend public colleges on a part-time basis. Homemakers are also a large segment of the market (22 percent). These students are seeking core curriculum courses and believe that telecourses offer benefits of convenience as well as credit. Similarly, the faculties and administration members of these institutions represent market segments which must be addressed.

Depending on station and college resources, secondary target markets could be addressed. The secondary student market segments would primarily include men and minorities. For the college segments, target marketing efforts could focus on private schools. However, private schools do not appear to represent substantial potential for cost effective recruiting unless specific telecourses can also be provided for targeting purposes. Private colleges would have to be surveyed to identify their course needs.

E. Communications Channels

As described throughout the case studies, many types of communications channels were used to promote telecourses, including broadcast, direct mail and newspaper advertising as well as personal contact and brochures. The surveys measured the effectiveness of these channels in several ways. First was the measure of what medium students identified as their primary source of information about college courses. Second was the measure of what media carried advertising about the telecourses. Finally a measure of advertising recall was made.

Not surprisingly, students primarily used the schedule of classes and brochures to find out about the telecourses and other courses (41 percent). Newspapers and television also represented important sources of information. Newspapers and magazines were sources of information for 19 percent of the students. Newspapers and magazines were also effective in terms of reaching the general audience. In fact, 33 percent of the general audience respondents saw telecourse advertisements in newspapers. Advertising placed in local papers appeared to be very effective. Television, however, was a more important medium for the general audience than for students. For example, 64 percent of the general audience respondents heard about telecourses through television, whereas only 15 percent of the student respondents identified television as a source of information.

In terms of communications channels for reaching the college decision-makers, the teleconferences appeared to be somewhat useful in disseminating information. Greater college participation was also evidenced in areas with consortia of institutions involved in continuing education. These consortia were extremely useful in identifying area colleges and universities, disseminating information to these institutions and coordinating promotional activities.

The communications efforts of stations could be improved by more follow up with colleges which indicate plans not be participate. The reasons for their decision should be identified and counter information provided. Market Facts recommends the development of a print piece for colleges, expecially non-participating colleges, which addresses the concerns of these institutions. This material should be designed for administrators as well as faculty and support staff. With the success of telecourses in competitive institutions, greater adoptions may be witnessed.

F. Messages

The benefits of telecourses to adult working women who are part-time students are the convenient schedule and the course counting as credit toward a degree. These benefits are those associated with the highest recall of advertising messages. In fact, 41 percent of the students identified these two reasons for enrolling. Thus, the promotional campaigns were properly communicating the right messages to the right audiences and should be continued. However, 32 percent of the students enrolled because telecourses saved time (11 percent), telecourses sounded interesting (12 percent) or because they couldn't attend on-campus classes (9 percent). These messages should also be included.

The general audience, or those people not in the market, appear to be difficult to attract. These people have a very low awareness of college programs offered for credit and are not strongly motivated to enroll. However, of those that do seem aware of advertising about telecourses, the greatest number recall the "Give Yourself Some Credit" slogan. Similarly, respondents recall the copy points "earn college credit" and "watch/learn/study at home/on own time" more than any other single aspect of advertising. Thus, college credit appears to be the important message element. The use of this element could expand the general audience's awareness of adult education programs as more than fun and enrichment opportunities.

G. Timing

Proper timing of promotional efforts to colleges and universities as well as potential students appears to be essential to the future success of telecourses. Obviously, lead time requirements could not be fully anticipated for the first telecourse project. However, there is evidence that more lead time is needed by colleges and universities to consult with faculty members and to make administrative arrangements associated with the offering of telecourses. Adequate lead time is particularly essential for preparing the fall offerings. Many decision-makers are on vacation in they summer and therefore must be involved in telecourse planning by late spring. Furthermore, the findings suggest that PBS advertising and promotional materials, such as the brochure slick, need to be distributed to the stations earlier than they were for the Fall 1981 courses.

H. Research Needs

As mentioned earlier, this study represents a baseline measure of telecourse program activities and effectiveness. Consequently, some of the observations are not fully explainable. For example, the data differentiate public, private, two-year and four-year institutions in terms of their propensities to participate in the telecourse program. Issues related to image and core curriculum requirements may account for these differences. However, further research is needed to identify the characteristics, attitudes and behaviors that affect such a propensity and to measure the extent to which these attitudes and behaviors exist in the population.

Secondly, no measure is made concerning student satisfaction and the attributes contributing to this satisfaction/dissatisfaction. However, data relating to any cognitive dissonance experienced by the telecourse students would be valuable to the design of future telecourses and marketing plans.

Finally, CPB should continue to track telecourse students to determine the changes, if any, in demographic characteristics, motivations for enrolling in telecourses and propensities to enroll in future telecourses and promotion effects. For example, future studies might indicate increased personal selling through former students' word-of-mouth communications. Similarly, the extent to which future telecourses enroll "repeat customers" will impact future telecourse planning and development as well as marketing strategies.

SECTION III

FINDINGS

III. FINDINGS

The following chapter describes the PBS telecourse project conducted in the following locations: State of Arkansas; Denver, Colorado; Peoria, Illinois; Philadelphia, Pennsylvania; Salt Lake City, Utah; and the State of Vermont. A summary of the events leading to the telecourse offerings is presented, and the evaluation research on the programs is described. The first section provides an overview of the development, planning and implementation processes for the telecourse offerings by the stations and participating colleges. The next two sections describe the results of the general audience and student surveys.

A. Overview

The television stations and number of colleges participating in each of the survey areas are listed below:

- Arkansas: KETS, nine participating Institutions
- Denver: KRMA, nine participating institutions
- Peoria: WTVP, two participating institutions
- Philadelphia: WHYY, twelve participating Institutions
- Salt Lake City: KUED, six participating Institutions
- Vermont: WETK, three participating Institutions

The following subsections describe the characteristics of the surveyed markets in terms of the stations' and participating colleges' experiences and the activities which led to the telecourse offerings. Interviews were conducted with each station and 21 of the 41 participating colleges and universities.

1. Station and College Experience

All but one of the stations interviewed (KRMA in Denver) had some experience in airing telecourses. Station KETS in Arkansas was the only station to broadcast non-PBS telecourses during the fall.

The data indicated that public institutions are most likely to participate in the telecourse project. Nearly three fourths were public institutions. Approximately 40 percent of all participating institutions in the six locations were two-year colleges and the remainder were four-year colleges and universities. Virtually all of the participating schools interviewed maintained active continuing adult education programs.

For the total pool of institutions in the survey areas, approximately 40 percent of the two-year colleges participated in the program. Between 20 and 25 percent of the four-year colleges and universities participated in the telecourse project. With respect to the type of institutional control, about one half of the public institutions located within the stations' signal ranges participated. Only 15 percent of the private schools were involved in the telecourse program.

2. Station Recruiting

Station recruiting efforts consisted primarily of sending letters to administrators, in many cases the directors of continuing education, at the respective schools. Three of the stations coordinated their recruiting efforts with other organizations, such as the State of Arkansas Dean's Committee or consortia of institutions involved in continuing education. These organizations assisted in defining potential

institutions and recruiting the schools. Greater school participation was evidenced in those areas where these organizations were used; for example, Arkansas, Denver and Philadelphia.

The teleconferences were an important part of the stations' recruiting efforts. The Partnership Teleconference was broadcast live at each location. However, one of the stations taped the Implementation Teleconference for later broadcast. Another did not use this teleconference. One station taped the Promotion Teleconference and sent it to the schools for viewing. Only one station made on-site presentations to faculty and staff at the individual institutions.

Participating institutions at all locations jointly made the decision about what telecourses to offer. The individual stations had little input into this decision.

3. Attitudes and Motivation

The major reasons participating institutions became involved in the telecourse program related to attracting new student markets, remaining competitive in the market and wanting to be a part of a high quality and successful program. These motivating factors are listed below in rank order:

- Reaching students living far away from campus (25 percent)
- Attracting different/new/non-traditional students (25 percent)
- Trying a new, different approach, being the first to offer such a program (25 percent)
- Gaining experience in broadcast education, proving to faculty the value of telecourses (20 percent)

- Wanting to be a part of a high quality and successful program (20 percent)
- Reaching all students and people of all ages who want to take college level courses (15 percent)

Other reasons included maintaining enrollments, providing more courses, reducing costs of extension centers, energy conservation, providing educational services to the community at large and the desire to convert television into a useful and educational medium (each mentioned by 5 percent or at least one school).

At the participating institutions the faculty's initial reactions to the telecourses were mixed. Their comments about the possibility of instituting a telecourse program are listed below:

- Positive comments
  - Overall positive, non-specific (30 percent)
  - Good quality course content (5 percent)
  - Way to adapt to budget cutbacks (5 percent)
  - Innovative/progressive program (5 percent)
  - Way to accommodate students who need to study independently (5 percent)
  - Telecourses would facilitate outreach programs and expand education (5 percent)
  - Telecourse instructors were high quality (5 percent)
- Negative comments
  - Eliminate role of faculty (20 percent)
  - Quality of courses was perceived as being lower than on-campus classes (20 percent)

- Telecourses would detract from on-campus courses (10 percent)
- Television is not proper vehicle for education or an effective means for reaching people (10 percent)
- Telecourses should be produced at individual schools (5 percent)
- Administration fearful of losing control of money (5 percent)
- Skeptical of telecourses (5 percent)
- Telecourses did not match with on-campus courses (5 percent)

The primary reasons non-participating colleges defined for not being involved in the telecourse program related to administrative issues, faculty resistance and timing problems. The reasons are largely negative, a finding not surprising because respondents would be expected to justify their non-participation (cognitive dissonance). These reasons of course, must be addressed in future promotions, and associated attitudes likely can be moderated with persuasive communications. The reasons are described below. Positive faculty responses are listed first along with the proportion of schools citing each response:

- Increase enrollments and provide new markets (20 percent)
- Quality courst content (33 percent)
- Provide alternative for adults (5 percent)
- Provide alternative for commuting students (5 percent)
- Prior experience with telecourse good (5 percent)
- Use telecourses to supplement current courses (5 percent)

Negative responses by faculty at these non-participating schools included the following:

- Administrative issues and problems
  - Telecourses inappropriate or unrelated to college curriculum (25 percent)
  - Credit transfer problems (10 percent)
  - Smaller public schools' inability to remain cost effective with larger public schools (10 percent)
  - Insufficient financial resources to participate in program (10 percent)
  - Telecourses more expensive than correspondence courses (5 percent)
- Faculty resistance
  - Skeptical of educational value of telecourses (15 percent)
  - Personnel constraints/no one to teach or coordinate the program (10 percent)
  - None of the departments would sponsor the program (5 percent)
  - Faculty strike (5 percent)
- Timing problems
  - Insufficient time for faculty to evaluate the program (15 percent)
  - Delay in obtaining course materials (10 percent)
  - Heard about the program too late (5 pecent)
  - Lack of time to advertise (5 percent)
- Enrollment problems
  - Insufficient enrollments (30 percent)
  - Market too small (5 percent)
  - Difficulty in contacting potential students (5 percent)

- Miscellaneous

  - Students need classroom interaction (10 percent)

  - No access to cable television (5 percent)

The initial reactions to telecourses by non-participating institutions' facutly members were generally negative. These negative attitudes were generated from the following issues and concerns:

- Telecourses would lower institution's academic standards (15 percent)
- Lack of faculty awareness, experience or expertise in telecourse programs (15 percent)
- Low profitability of telecourses (10 percent)
- Prior experience with telecourses was bad (10 percent)
- Credit transfer problems (10 percent)
- Telecourses offered provided no "major" credit courses or technical courses (5 percent)
- Faculty desire to retain lecturer position (5 percent)

4. Advertising and Promotion

This section contains highlights of the promotional efforts, including the use of advertising materials. Several important features can be noted about the advertising and promotion:

- Stations were generally responsible for generating all broadcast promotion and advertising, which participating schools initiated print advertising, including direct mail, brochures and newspaper advertising.

- Many stations or schools did not target their recruiting to specific markets. Schools which did target their markets, specifically to continuing adult education students, former students and part-time students were more successful in recruiting telecourse students.

- Most promotional activities commenced around mid-July 1981 and ended around the beginning of September 1981 or when telecourse airing began.

- Free publicity was obtained in most areas through public service announcements, radio/ television talk shows, and newspaper articles.

- The funds expended by the station for recruiting efforts ranged from less than $1,000 to around $13,000. Additionally, many schools spent from $100 to around $7,000 for their own advertising. These funds were above and beyond money given to the stations for advertising.

B. General Audience

A total of 1,202 respondents were interviewed about telecourses in the project's six locations. Respondents numbered 200 in Arkansas, Peoria, Philadelphia and Salt Lake City, 199 in Denver and 203 in Vermont.

Respondents were questioned about their awareness and knowledge of telecourses, their perceptions of the telecourse programs and their propensity for enrolling in the telecourses. The analysis of the results of the survey is divided into five major areas: awareness, advertising, telecourse viewing, motivation and demographics. Respondents' awareness of telecourses is discussed first.

1. Awareness

When respondents were asked to name adult education programs, "Cosmos" was identified most frequently on the first mention, followed by "Sixty Minutes" and "20/20" as shown in Exhibit III-1. Six percent of the respondents mentioned "Cosmos" and one percent named "The Shakespeare Plays." None of the other telecourses was mentioned by name as adult education courses.

Just over one third of the respondents (35 percent), however, had heard of television programs offered for credit. Nevertheless, less than seven percent were able to identify specific programs by name. "Cosmos" was mentioned most frequently as a college course offered for credit; four percent of the respondents named "Cosmos." Of course, "Cosmos" had received more publicity than the other programs. "Humanities through the Arts," "The Shakespeare Plays" and "Understanding Human Behavior" were each mentioned by one percent of the respondents.

About one fifth of the respondents (22 percent) were familiar with the term "college telecourses." Significantly more residents in Philadelphia were familiar with the term than in any other area. One possible reason may have been that telecourses were broadcast previously in the area.

2. Advertising

Only 17 percent of all the general audience respondents surveyed recalled having heard or seen advertising or promotion for the PBS telecourses. Two findings were statistically significant: More persons in Philadelphia recalled telecourse advertising (29 percent), and fewer persons remembered seeing or hearing anything about telecourses in Peoria (8 percent). Nearly two thirds of the respondents who recalled (64 percent) advertising mentioned television; one third read about the telecourses in newspapers or magazines. Less than 10 percent of the respondents mentioned telecourse advertisements in brochures (9 percent) or on the radio (8 percent). None of the respondents in Peoria heard radio advertisements, and no residents in Arkansas saw advertisements in brochures or pamphlets.

Respondents recalled advertising for "Cosmos" and "The Shakespeare Plays" most often as shown in Exhibit III-2. Between 42 percent and 44 percent of the respondents who saw advertising recalled these programs. Between 15 percent to 25 percent of the respondents who recalled advertising remembered "Humanities through the Arts," "The American Story," "Understanding Human Behavior" and "Contemporary Health Issues." "American Government Survey," "It's Everybody's Business" and "Interaction" were mentioned less frequently. Again, most of the respondents recalled advertisements for these programs from watching television or reading about telecourses in the newspaper or magazines.

Respondents who claimed to have heard or seen advertising for the telecourses were asked to recall what they saw or heard. The majority of these respondents (53 percent) remembered specific copy points. The copy points recalled most often were "earning college credit/diploma/studying at home on one's own time" (24 percent) as shown in Exhibit III-3. Exactly one third of the respondents recalling advertising remembered specific informational aspects of the advertising; for example, descriptions and listings of the telecourses or its sponsors. Only 12 percent of the respondents who saw or heard advertising recalled specific situational or visual aspects of the advertisement.

Exhibit III-4 shows the respondents' familiarity with the PBS advertising slogans. "Give Yourself Some Credit" was the slogan most frequently recalled by the respondents, with 40 percent of the respondents who recalled advertising remembering the slogan. "Watching TV Can Make You Competitive" and "What's Convenient for You" were each remembered by 18 percent of the respondents who recalled advertising. Television was associated with the slogan as the most frequent source of advertising, followed by newspapers and magazines.

3. Telecourse Viewing

As shown in Exhibit III-5, the greatest proportion of respondents who viewed any one of the telecourses which they heard about was exactly on fourth. "Contemporary Health Issues," "Cosmos" and "Understanding Human Behavior" were viewed more frequently, with 26 percent, 25 percent and 22 percent of the respondents who heard of the programs viewing the telecourses, respectively. "Humanities Through the Arts" and "It's Everybody's Business" were the next most popular shows, each being viewed by 19 percent of the respondents who heard about the programs. "American Story" and "Interaction"

were viewed the least. "Cosmos" and "Shakespeare Plays" courses were viewed with the greatest regularity. However, these two programs received more publicity and promotion than the other telecourses.

Respondents rated the telecourses according to several criteria as shown in Exhibit III-6. On a acale from 1 to 5 (1 as bad and 5 as good) all shows were rated overall between 4 and 5. "It's Everybody's Business" was rated the highest at 4.5. The mean ratings for other criteria on which respondents evaluated the programs include how interesting the program was (4.0), how convenient the program was to watch (3.7), the ease with which the program could be understood (4.2) and how informative the program was (4.4). No program scored below a 3.3 on a mean scale for any of these criteria.

The majority of the respondents (54 percent) watched public television two hours or more per week. Nine percent of the respondents never watched public television, and a fourth (26 percent) watched one hour or less each week. Respondents in Arkansas watched significantly more hours of public television per week. Vermont residents tended to watch less public television.

4. Motivation

Out of all the general audience respondents interviewed, only six persons actually enrolled in the telecourses (less than 1/2 percent). Three persons enrolled in "Cosmos," two in "Humanities throught the Arts" and one in "The Shakespeare Plays." Two persons each enrolled in Denver and Philadelphia, and one person each enrolled in Arkansas and Salt Lake City.

Exhibit III-7 lists the reasons respondents gave for not enrolling in the telecourses that they watched. The predominant reason for not enrolling was related to time constraints. Between 16 percent and 41 percent of the respondents who viewed any one telecourse stated time as a reason for not enrolling. The second major reason for not enrolling was related to viewers' being unaware that the program was offered for credit. Exactly one half of the respondents who viewed "Interaction" did not enroll because they felt either that the course was too expensive or that television was not a good way to obtain an education. Between 18 percent and 28 percent of the persons watching "Humanities through the Arts" and "Cosmos," respectively, did not enroll because they already possessed a college degree.

When questioned about their interest in obtaining information on how to get credit for the telecourses, 25 percent were not very interested and 43 percent were not at all interested. However, 10 percent of the respondents were very interested and 22 percent were somewhat interested in obtaining information on telecourses. In other words, one third of the respondents expressed some interest in telecourses.

Respondents' perceptions about the type of person who would typically enroll in a telecourse are shown in Exhibit III-8. Handicapped persons and people living far from the college campus were identified as the kinds of people most likely to enroll in telecourses. Elderly persons and "persons like themselves" were defined as least likely to enroll in telecourses. The likelihood of a person like themselves enrolling in a telecourse was four chances in ten.

Major reasons given for why a person like themselves <u>would</u> or <u>would not</u> enroll in a telecourse are shown in Exhibit III-9. About one fourth of the respondents (26 percent)

claimed that they were too busy to take the telecourse, and one fifth stated that prior educational experience was the primary reason for not enrolling. Positive propensity respondents tended to feel persons like themselves would enroll to enrich their personal lives or would see more advantages of telecourses over attending on-campus classes.

5. Demographics

Demographic characteristics of the respondents are decribed in Exhibit III-10. Just over one half of the respondents (53 percent) were employed outside the home, and 80 percent of those employed worked full-time. Significantly more respondents in Denver were employed outside the home. Between 20 percent and 25 percent of the respondents were professionals/owners/managers, housewives or employed in skilled/semi-skilled occupations. Significantly, more retired persons were found in Arkansas, more persons were employed in clerical or sales positions in Denver, and Salt Lake City had significantly more housewives.

The majority of all respondents were white as indicated in the exhibit. However, Philadelphia and Arkansas had significantly more Blacks, and Denver had more persons from Hispanic backgrounds.

Fifty-three percent of the respondents had a high school education or less. About one fourth (23 percent) had some college experience and another fourth (23 percent) had a college degree or more. Respondents in Arkansas tended to be less educated and Denver residents more highly educated.

C. Student Survey

The following discussion summarizes the results of the student survey about telecourses in the six selected cases. In total, 378 students were interviewed. The distribution of students from each area is shown below:

Site	Number of Respondents	Total Enrollment	Proportion
Arkansas	46	152	30%
Denver	100	635	16
Peoria	40	186	22
Philadelphia	57	475	12
Salt Lake City	99	145	68
Vermont	36	81	44
Total	378	1674	22

Three schools were represented in each of Arkansas, Denver, Salt Lake City, and Vermont. Two schools were represented in Peoria and four schools in Philadelphia.

Because of administrative and legal problems associated with obtaining the student respondent data, these findings should be treated with caution. For example, the colleges interviewed were requested to submit names of students enrolled in the telecourses. However, because of the Buckley Amendment, students were requested to participate by a post card. This may have produced some bias (i.e., more enthusiastic telecourse students responded or less enthusiastic students responded).

Analysis of the survey results is divided into six topics: demographics, advertising, motivation for enrolling in telecourse, viewing habits, communication with faculty and future intentions. Demographic characteristics of the students are discussed first.

1. Demographics

The typical profile of a telecourse student can be described as a white female between the ages of 23 years to 39 years who is employed full-time. This student can also be characterized as having some college experience and as having taken her last college course within the past year. Exhibit III-11 describes in detail the demographic characteristics of the student base.

"It's Everybody's Business" and "Understanding Human Behavior" were offered in five of the case locations. "American Government Survey," "Contemporary Health Issues" and "Cosmos" were offered at four of the sites, and "The American Story" and "The Shakespeare Plays" were offered at three locations. "Interaction" was only offered at two locations, Denver and Salt Lake City. Exhibit III-12 shows the proportion of the surveyed students enrolled in each of the courses. More students (22 percent) enrolled in "It's Everybody's Business" than in any other telecourse. Between 12 percent and 14 percent of the students enrolled in "The American Story," "Humanities through the Arts" and "Understanding Human Behavior," and between 7 percent and 19 percent enrolled in the remaining courses. Eight percent of the students enrolled in more than one telecourse.

2. Advertising

The data indicate that direct mail and mass media served as the initial sources of information about PTV-3 telecourses for the students who enrolled. As shown in Exhibit III-13 brochures, newspaper/magazines and college class schedules were each used by about 20 percent of the respondents. Television and direct contact with the schools were used by 15 percent and 14 percent of the students, respectively.

College class schedules were also the primary sources of information students used to find out about other college courses as shown in Exhibit III-14. Thirty-one percent (31 percent) of the students used college class schedules. Between 26 percent and 31 percent of the students used newspapers/magazines and brochures or pamphlets. Television, radio and friends or relatives were the information sources least used to find out about other college courses.

Of all the students who enrolled in the telecourses, 38 percent of them recalled hearing or seeing a telecourse advertisement prior to enrolling in the course. Close to three fourths of the students remembered seeing an advertisement on television and one fourth saw an advertisement in newspapers or magazines. Fewer respondents recalled seeing telecourse advertisements through brochures or pamphlets or hearing ads on the radio.

Advertising content recall focused primarily on specific copy points and informational aspects as shown in Exhibit III-15. About 60 percent of the respondents recalled advertising copy points. The two copy points recalled most often were "earning college credit/diploma/getting education" and "watching/learning/studying at home on one's own time." Exactly one half of the students remembered informational aspects of the advertising such as listings or descriptions of the programs. Situational/visual aspects of the advertising were recalled less often.

Advertising appeared to be instrumental in getting students to enroll. Most of the students recalling advertising (54 percent) felt that the advertising was very effective in getting them to enroll and 32 percent felt that it was somewhat effective in recruiting them. Only 14 percent of the students felt that the advertising was not

very effective or not at all effective in influencing their enrollment. With respect to the total student pool, 21 percent of the respondents felt that advertising was very effective in getting them to enroll, 12 percent felt it was somewhat effective and 5 percent felt it was not very effective or not at all effective.

3. Motivation for Enrolling in Telecourse

Exhibit III-16 lists the primary reason students enrolled in the telecourses. The major reasons for enrolling appeared to be related to the convenience of taking the course and the course's counting as a requirement toward a degree. Approximately 20 percent of the students stated each of these reasons as being influential in their enrolling. Around 10 percent of the students stated that they enrolled because the course sounded interesting, the course saved them time or they had difficulty in attending on-campus college courses. Less than five percent stated that the course sounded easy, saved them money, the campus course was closed or that they liked to study independently.

4. Viewing Habits

Exhibit III-7 depicts the viewing habits of the students taking telecourses. Virtually all of the students (91 percent) viewed the program in their homes. Six percent of the students watched the programs at work, on the college campus or at a public library.

Given the choice of weekday and weekend broadcasts, most students watched the programs on the weekend. Nearly 70 percent of the students watched telecourses on either Saturday or Sunday. The majority of the viewing (54 percent) occurred between the hours of 9:00 a.m. and 4:00 p.m. Early morning and early evening hours also appeared to be popular with the students.

Obviously, viewing preferences reflected those days and hours telecourses were broadcast in each market. Consequently, these viewing habits may not be common for other markets.

Students also tended to watch programs other than telecourses on the public educational station. Nearly two thirds of the students (65 percent) viewed public television two hours or more per week. However, 13 percent claimed that telecourses were the only programs they viewed on public television as shown in Exhibit III-17.

5. Communication with Faculty

The majority of the students (80 percent) recalled communicating with faculty members at the participating schools. All of the identifiable communications modes were mentioned by more than half of the respondents. Telephone conversations, in-person discussions and mail accounted for 65 percent, 62 percent and 52 percent of the communication modes, respectively.

6. Future Intentions

Overall, students appeared to be very satisfied with their telecourse experience. Forty-one percent of the students stated that they absolutely would enroll in a future telecourse. Only ten percent of the students felt there was a 50 percent or less chance of their enrolling again. On a mean scale, the total probability of students enrolling in another telecourse was 76 percent.

Although students indicated that they would enroll in a future telecourse, only eight percent of them had made plans to enroll in a Winter/Spring 1982 telecourse. Since the interviews were conducted at the end of the semester, students may have been awaiting the start of the Winter/Spring 1982 session to enroll.

EXHIBIT III-1

Total - General Audience Top-of-Mind Awareness about Adult Education Programs

Adult Education Program	Proportion of Respondents Mentioning (n=1202)
Cosmos	6%
Sixty Minutes	5
20/20	3
Nova	1
National Geographic	1
Jacques Cousteau	1
Phil Donahue	1
Shakespeare Plays	1
Other	8
Total	14

Question: 1a, 1b

Individual responses sum to greater than 14 percent due to multiple responses.

EXHIBIT III-2

Total - General Audience Awareness of Telecourse Program and Identification of Advertising Source

Telecourse Program	Proportion of General Audience Mentioning Source of Advertising							
	Television	Radio	Newspaper/ Magazine	Brochure/ Pamphlets	University/ College	Relatives/ Friends	Other	Heard of Program
American Government Survey (n = 1002)	8% 81	--%	2% 20	--%	--%	--%	1% 10	15% 150
The American Story (n = 600)	12% 72	--%	2% 12	--%	--%	--%	1% 6	19% 114
Contemporary Health Issues (n = 803)	17% 137	--%	3% 24	--%	--%	--%	--%	17% 137
Cosmos (n = 1202)	26% 313	--%	7% 84	--%	--%	4% 48	3% 36	44% 529
Humanities through the Arts (n = 602)	14% 84	--%	4% 24	2% 12	--%	--%	1% 6	24% 145
Interaction (n = 399)	6% 24	--%	1% 4	1% 4	--%	--%	--%	11% 44
It's Everybody's Business (n = 1003)	7% 70	--%	2% 20	--%	--%	--%	1% 10	12% 120
The Shakespeare Plays (n = 1202)	26% 313	--%	8% 96	2% 24	--%	1% 12	3% 36	42% 505
Understanding Human Behavior (n =1002)	9% 90	--%	3% 30	--%	1% 10	--%	--%	18% 180

Question: 11a, 11b

n = Number of respondents in markets where telecourses were aired.

EXHIBIT III-3

Total - General Audience Advertising Recall

	Proportion of Respondents Recall Advertising (n = 204)	
Copy Points		53%
Earn college credit/diploma/ get education	38%	
Watch/learn/study at home/on own time	24	
Cost/tuition/not expensive	5	
Offered on public/educational television	3	
To better your life	3	
For people: working/older/ who quit school	1	
Informational Aspects		33
Named/listed/described programs	17	
Mention that programs were described/ listed	16	
Specific information about courses	10	
Showed times	6	
Number to call for further information	5	
Showed/mentioned college sponsor	2	
Showed channel/station	2	
Situational Aspects		12
Adults/older people	5	
A professor/teacher/speaker	4	
People/person watching television	3	
A classroom/people writing	1	

Question: 9

Percentages do not sum to total due to multiple responses.

EXHIBIT III-4

Total - General Audience Identification of Advertising Sources

	Proportion of Respondents Recalling Source					
	Television	Radio	Newspaper/ Magazines	Brochures/ Pamphlets	Other	Total
"Give Yourself Some Credit"						
n_1=82	52%	16%	27%	11%	4%	110%
n_2=204	21	6	11	4	1	40
n_3=1202	4	1	2	--	--	7
"Watching TV Can Make You Competitive"						
n_1=36	69%	11	11	3	--	94
n_2=204	12	2	2	--	--	18
n_3=1202	2	--	--	--	--	2
"What's Convenient for You"						
n_1=37	73%	11	24	5	--	113
n_2=204	13	2	4	--	--	18
n_3=1202	2	--	--	--	--	2

Question: 10a, 10b

n_1 = Respondents who recalled slogan.
n_2 = Respondents who recalled any advertising.
n_3 = All respondents.

Percentages may add to greater than 100 percent due to multiple responses.

EXHIBIT III-5

Total - Proportion of General Audience Watching Telecourse Programs and Frequency of Watching

Telecourse Program	Respondents Watching Program	FREQUENCY			
		Always	Often	Sometimes	Rarely
American Government	15%	--%	3%	5%	6%
Survey (n=152)	23		5	8	9
The American Story	14%	--%	4%	2%	8%
(n=111)	16		4	2	9
Contemporary Health	26%	--%	3%	10%	11%
Issues (n=133)	35		4	13	15
Cosmos (n=533)	25%	3%	7%	8%	8%
	133	16	37	43	43
Humanities through	19%	1%	4%	7%	8%
the Arts (n=145)	28	1	4	10	12
Interaction (n=42)	10%	--%	3%	5%	3%
	4		1	2	1
It's Everybody's	19%	--%	3%	9%	7%
Business (n=118)	22		4	11	8
The Shakespeare	17%	1%	4%	7%	4%
Plays (n=504)	86	5	20	35	20
Understanding Human	22%	--%	5%	7%	9%
Behavior (n=185)	41		9	13	17

Question: 11c, 11d

n = Respondents hearing about program.

EXHIBIT III-6

Total - General Audience Ratings of Telecourse Programs

Telecourse Program	MEAN				
	Interesting to Watch	Convenience of Broadcast Time	Easy to Understand	Informative	Overall
American Government Survey (n=22)	3.4	3.5	3.9	4.3	4.0
The American Story (n=14)	4.4	3.7	4.5	4.6	4.4
Contemporary Health Issues (n=31)	4.3	3.7	4.4	4.5	4.3
Cosmos (n=132)	4.4	4.0	4.4	4.5	4.4
Humanities through The Arts (n=26)	3.9	3.8	4.0	4.5	4.4
Interaction (n=4)	3.5	3.3	3.8	4.3	4.0
It's Everybody's Business (n=20)	3.9	3.7	4.3	4.4	4.5
The Shakespeare Plays (n=80)	4.3	4.1	4.3	4.3	4.3
Understanding Human Behavior (n=38)	4.1	3.6	4.4	4.3	4.1

Question: 13a, 13b, 13c, 13d, 13e

Mean Scale
1 = Bad
5 = Good

n = Respondents who watched program.

EXHIBIT III-7

Total - General Audience Reasons for Not Enrolling in Telecourse

	Did not Know Available for Credit	Already Has College Degree	Expensive/ Costs Too Much	No Time/ Too Busy	TV not Good for Obtaining College Degree
American Government Survey (n=22)	--%	--%	5%	41%	--%
The American Story (n=15)	13	7	7	20	--
Contemporary Health Issues (n=32)	16	--	9	22	3
Cosmos (n=130)	17	18	3	23	2
Humanities through The Arts (n=25)	--	28	4	16	12
Interaction (n=4)	--	--	25	25	25
It's Everybody's Business (n=22)	9	--	--	23	9
The Shakespeare Plays (n=82)	12	9	2	29	1
Understanding Human Behavior (n=40)	8	13	5	33	8

Question: 14

n = Respondents who watched program.

EXHIBIT III-8

Total - General Audience Perceptions of Persons Likely to Enroll

Person Characteristic	Mean (n=1144)
Handicapped/disabled persons	7.1
People far from campus	6.7
Students working on a college degree	5.9
People who like to take courses for fun	5.7
Mothers with small children	4.9
People over 60 years of age	3.8
Person like yourself	3.7

Question: 19a, 19b

Scale

0 = 0 percent probability of enrolling
10 = 100 percent of enrolling

EXHIBIT III-9

Total - General Audience Reasons for Enrolling/Not Enrolling

Negative Propensity Respondents		Proportion of Respondents not Enrolling (n = 1202)
Too Busy		26%
Busy with work/job	11%	
No time (non-specific)	9	
Busy with family/children	6	
Have other obligations	3	
Prior Educational Experience		20
Already have college degree(s)	8	
Through with school/have education	7	
Am enrolled in school already/now	4	
Need high school diploma first	2	
Age Factors		13
Too old	11	
Retired	2	
Disadvantages of telecourses		18
Prefer classroom	8	
Don't like watching television	2	
Depends on time schedule of courses	2	
Interests in other fields/areas	2	
Too easy/had before	1	
Financial/too expensive	1	
Miscellaneous		19
Just not interested	9	
Not necessary/no advantage	6	
Don't think I could do it	2	
This is not a good way to learn	1	

EXHIBIT III-9 (cont'd)

Total - General Audience Reasons for Enrolling/Not Enrolling

		Proportion of Respondents Enrolling
Positive Propensity Respondents		
Advantages over on-campus classes		11%
Convenient	6%	
No babysitter problem	2	
Less expensive	2	
No transportation problem	2	
Hours better for working people	1	
Takes less time	1	
Personal enrichment		12
Broaden myself	5	
Like to learn	4	
Depends on courses	4	
I am interested	4	
Get better job/promotion	3	
Handicapped, disabled, sick	2	
Interested in related fields	1	
Good way to learn	1	
Would/like these programs	1	

Question: 20

EXHIBIT III-10

Total - General Audience Demographics

	Proportion of Total Sample (n=1202)
Sex	
Female	63%
Male	37
Race	
White	90
Black	4
Hispanic	2
Native American	1
Other	1
Age	
18-22 years	10
23-29 years	18
30-39 years	21
40-49 years	14
50-59 years	15
60 years and older	19
Education	
Less than high school graduate	14
High school graduate	39
Some college	23
College graduate	14
Some graduate work or degree	9
Income	
Less than $10,000	17
$10,000 - $19,000	30
$20,000 - $29,999	24
$30,000 or more	20
Employment (n=639)	
Full-time	80
Part-time	20
Occupation	
Professional, owner, manager	24
Housewife/housekeeper	25
Skilled/semi-skilled	20
Retired	15
Clerical/sales	10
Student	5

Question: 27, 28, 29, 30, 32, 33, 34

EXHIBIT III-11

Total - Student Demographics

		Proportion of Total Sample (n=378)
Sex		
Female		77%
Male		23
Race		
White		94
Black		3
Native American		1
Age		
16 to 22 years		13
23 to 29 years		24
30 to 39 years		36
40 to 49 years		16
50 to 59 years		8
60 years and older		3
Employment		
Employed		68
Not employed		32
Full-time	79%	
Part-time	21	
Occupation		
Professional, owner or manager		33
Housewife/housekeeper		22
Skilled/semi-skilled		17
Student		13
Clerical/sales		12
Retired		3
Education		
Less than high school		3
High school graduate		26
Some college		50
College graduate		8
Graduate work or degree		13

EXHIBIT III-11 (cont'd)

Total - Student Demographics

	Proportion of Total Sample
Household Income	
Less than $10,000	16%
$10,000 - $19,999	27
$20,000 - $29,000	27
$30,000 or more	29
Last Time Enrolled in a College Course	
Less than 1 year ago	52
1-2 years ago	18
3-4 years ago	9
5-6 years ago	4
7-8 years ago	2
9-10 years ago	2
More than 10 years ago	8
Never had a college course	3

Question: 21 through 30

Numbers do not add to 100 percent because of rounding.

EXHIBIT III-12

Total - Student Enrollment in Telecourses

	Proportion of Total Sample (n=378)
American Government Survey	9%
The American Story	12
Contemporary Health Issues	9
Cosmos	9
Humanities through the Arts	12
Interaction	7
It's Everybody's Business	22
The Shakespeare Plays	7
Understanding Human Behavior	14
Enrolled in more than one telecourse	8

Question: 1

EXHIBIT III-13

Total - Student Initial Source of Awareness of Telecourses

	Proportion of Total Sample (n=378)
Brochure or pamphlet	22%
Newspaper or magazine	19
College class schedule	19
Television	15
Direct contact with school	14
Friend or relative	7
Radio	3
Other	2

Question: 7

EXHIBIT III-14

Total - Student Source of Information about Other College Courses

Source of Information	Proportion of Total Sample (n=378)
College class schedule	31%
Brochure or pamphlet	26
Direct contact with school	21
Newspaper or magazine	19
Television	4
Friend or relative	4
Radio	1
Other	2

Question: 12

EXHIBIT III-15

Total - Student Advertising Recall

	Proportion of Respondents Recalling Advertising (n = 142)
Copy Points	61%
Earn college credit/diploma/get education	42
Watch/learn/study at home/on own time	32
Offered on public/educational television	18
Contact local university or community college for information	5
Cost/tuition/not expensive	2
It's new	1
Time savings	1
For people: working/older/who quit school	1
To better your life	1
Information Aspects	50
Described/listed programs	25
Phone number to call for more information	18
Listed times/rates/course schedule	12
Showed/mentioned/named college sponsor	10
Showed channel/station	4
Situational/Visual Aspects	16
Film clips/preview of courses	4
Rooster/breakfast scene/cereal box	4
"Guess who's coming to breakfast"	4
Professor/teacher/speaker/announcer	4
A black lady at home	3
A classroom/people writing	1

Question: 10

Base: 142

Percentages may not sum to total due to multiple responses.

EXHIBIT III-16

Total - Student Reason for Enrolling

Reason	Proportion of Total Sample
Schedule was convenient	22%
Counted as course requirement for degree	19
Sounded interesting	12
Save time	11
Difficult to attend campus courses	9
Sounded easy	3
Save money	3
Like to study on my own	2
Campus course was closed	1
Other	20

Question: 13

Base: 378

EXHIBIT III-17

Total - Student Viewing Behaviors

Location of Viewing	Proportion of Total Sample (n=378)
Home	91%
Work	2
College campus	2
Public library	2
Off-campus learning center	1
Other place	3
Days of Week Program Viewed	
Sunday	19
Monday	15
Tuesday	22
Wednesday	19
Thursday	20
Friday	5
Saturday	49
Hours of Day Program Viewed	
6:00 a.m. - 8:00 a.m.	21
8:00 a.m. - 9:00 a.m.	8
9:00 a.m. - Noon	30
Noon - 4:00 p.m.	24
4:00 p.m. - 7:00 p.m.	18
7:00 p.m. - 10:00 p.m.	12
10:00 p.m. - Midnight	6
Midnight - 6:00 a.m.	1
Hours Spent Viewing Public Television	
None at all	13
< 1 hour	7
About 1 hour	14
2 to 3 hours	26
> 3 hours	39

Question: 2, 3, 4, 17

SECTION IV

METHODOLOGY

IV. METHODOLOGY

The methodology on which the telecourse project was based encompassed a five-task sequential research plan. The six site locations were selected according to the following criterion:

- Variation in promotional activity
  - Total dollar expenditures
  - Number of courses offered
  - Number of participating colleges
- Community size (large urban vs. small rural
- Geographic spread
- Licensee types
  - University
  - Community
  - State
  - State-Board
- Representation of new college affiliations vs. old college affiliations.

A. Station Interviews

The six station interviews were conducted during the first week of October 1981. Qualified respondents were the Adult Learning Liaisons at each participating station. One person at each station was interviewed. In some cases, an additional person was contacted to submit information pertaining to the hours or days specific telecourses or telecourse advertising were aired. In Philadelphia, the liaison from CLEO was also interviewed.

A topical outline was sent to the respondents prior to the interview so that the respondent could gather specific statistics relating to number of airings, placements, college data, etc. The interview was about one hour in duration. The interviews were conducted from Market Facts' Washington office.

B. Participating Colleges

Telephone interviews with 21 participating colleges and universities were conducted from October 29 through November 17, 1981. Three to four colleges were interviewed at each location, with the exception of Peoria, which had only two colleges that participated. The sample of participating institutions was drawn from a list provided by the station which included all of the participating colleges in that area and the respective contact persons. Respondents were sent a letter by the station requesting participation in the project. The interviews lasted approximately 45 minutes and were conducted from Market Facts' Washington office.

C. Non-Participating Colleges

Telephone interviews with non-participating colleges were conducted from October 16 through October 31, 1981. Approximately three non-participating institutions were represented from each location. Only two non-participating institutions were represented in Peoria and four non-participating institutions were interviewed in Arkansas. The sample of participating institutions was drawn from a list provided by the station which identified the non-participating colleges in the area, as well as the contact persons at each institution. The interviews were approximately 20 minutes in duration and were conducted from Market Facts' Washington office.

D. General Audience Survey

Approximately 200 respondents were interviewed by telephone in the six survey locations. The sample was pruchased from Survey Sampling. One initial call and up to three callbacks were made to locate household respondents. One-third of the interviewing took place during daytime hours, one-third in the evening and one-third on weekends. All household interviews were conducted from Market Facts' National Telephone Center in Evanston, Illinois. Qualified respondents were adult members of the household.

E. Student Survey

A total of 378 students were interviewed in the six locations. Denver and Salt Lake city had more student representation, while fewer students in Peoria were interviewed.

Students were identified by the participating institutions. Self-addressed return postcards were sent to the students requesting participation in the survey. This is likely to have produced some bias in the responses. In other words, students who were the most positive or the most negative toward the telecourse program are more likely to have returned the postcards. Those in the middle of the attitude range may have been less disposed to responding.

The student interviews were conducted by telephone during the month of December. The interviews lasted approximately 15 minutes and were conducted from Market Facts' National Telephone Center in Evanston, Illinois.